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ABSTRACT

This brochure by the Coordinating Committee on Research in Vocational Education (CCRVE) for prospective grantees and contractors provides information on the various kinds of federal funding for research, development, and demonstration projects available in vocational education, career education, and education and work. It discusses these federal programs represented by CCRVE. Section 2 outlines the administrative echelons within the United States Department of Education. Five succeeding sections outline the work of those offices within the Department of Education which are primarily concerned with funding programs and projects in vocational education, career education, and education and work. They include (1) The Fund for the Improvement of Postsecondary Education within the Office for Educational Research and Improvement, (2) The Office of Career Education, (3) The Office of Vocational and Adult Education, (4) The National Institute of Education within the Office for Educational Research and Improvement, and (5) Office of Special Education and Rehabilitative Services. Contact persons for additional information are listed. Section 8 suggests other sources of funding and lists contact persons for further information. Section 9 describes federal and state project information publications. Resource publications to which one may subscribe are listed in section 10. (YLB)

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NATIONAL INSTITUTE OF EDUCATION

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GUIDE TO FEDERAL FUNDING IN CAREER EDUCATION, EDUCATION AND WORK AND VOCATIONAL EDUCATION

By the Coordinating Committee on Research in Vocational Education

September 1980

U.S. Department of Education,
Shirley Mount Hufstedler, Secretary

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Kenneth B. Hoyt, Director

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION
Arturo Madrid II, Director

NATIONAL INSTITUTE OF EDUCATION
P. Michael Timpane, Director

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Daniel B. Taylor, Assistant Secretary

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
Edwin C. Martin, Assistant Secretary

CE 028 138

1. Introduction

The Coordinating Committee on Research in Vocational Education (hereinafter "CCRVE") was established within the U.S. Department of Education by the Congress under the "Vocational Education Act of 1963" as amended by P.L. 94-482, Title II, Part B, Subpart 2, Sec. 171(b)(4). The Coordinating Committee, which represents the Office of Vocational and Adult Education, the National Institute of Education, the Office of Special Education and Rehabilitative Services, the Office of Career Education, and the Fund for the Improvement of Postsecondary Education was instructed to:

- —Develop a plan for each fiscal year for establishing national priorities for the use of funds available to these agencies for research, development, exemplary and innovative programs, and curriculum development in vocational education, career education and education and work.
- —Coordinate the efforts of member programs in seeking to promulgate national priorities in order to avoid duplication of effort.
- —Develop a management information system on the projects funded in order to achieve the best possible monitoring and evaluation of these projects and the widest possible dissemination of their results.

Under this broad mandate, the Coordinating Committee has published this brochure, which is designed to inform prospective grantees and contractors of the various kinds of Federal funding for research, development, and demonstration projects available to them in vocational education, career education, and education and work.

The Coordinating Committee fully realizes that the various offices which carry out programs in the areas cited above often are not well-understood. Therefore, some discussion of the Federal programs represented by the Coordinating Committee is in order. Section 2 on page 3 outlines the administrative echelons within the U.S. Department of Education. Succeeding chapters outline the

work of those offices within the U.S. Department of Education which are primarily concerned with funding programs and projects in vocational education, career education, and education and work.

This publication is not a primer on how to obtain a Federal grant, cooperative agreement or contract. It is merely an introduction to some possibilities for Federal funding in the specific areas of career education, vocational education, and education and work. In all cases, prospective contractors and grantees who want more information on programs and procedures should contact the program offices which appear to fit their interests.

Howard F. Hjelm (CCRVE Chair)
Office of Vocational and Adult Education

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The National Institute of Education

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The National Institute of Education

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Fund for the Improvement of Postsecondary Education

Max Mueller
Office of Special Education and Rehabilitative Services

Nickie Athanason-Dymersky (CCRVE Liaison Officer & Editor)
Office of Vocational and Adult Education

2. The Department of Education

The Department of Education came into being on May 7, 1980, having evolved primarily from the Education Division of the Department of Health, Education, and Welfare. The Division's mission was to recommend Federal education policies to the Secretary of HEW and to coordinate Federal education programs and activities both within HEW and throughout the rest of the Federal Government.

Since our Nation's investment in education now comes to more than $120 billion a year, it was necessary to mandate a separate government entity to perform this critical function of our society. It was also necessary to make Federal programs more accountable and responsive, save tax dollars, and streamline the administration of aid-to-education programs. Thus the Department of Education came into being to improve the conditions of American schools and the standards of education.

There are presently approximately 150 active programs within the Department of Education, all having five common objectives. These are:

—to ensure equal opportunity
—to strengthen Federal commitment to support State and Local Education Agencies
—to encourage the involvement of parents and the public
—to promote improvement of quality education through research, evaluation, and information sharing
—to improve coordination.

These objectives are addressed by the member agencies of the Coordinating Committee for Research in Vocational Education. Each is located in varying Assistant Secretaryships throughout the new organization plan.

—The Fund for the Improvement of Postsecondary Education is located within the Office for Educational Research and Improvement and is described in Section 3.

—The Office of Career Education is located within the Office of Elementary and Secondary Education and is described in Section 4.
—The Office of Vocational and Adult Education is described in Section 5.
—The National Institute of Education is located within the Office for Educational Research and Improvement and is described in Section 6.
—The Office of Special Education and Rehabilitative Services is described in Section 7.
—Additional funding sources are described in Section 8.
—Federal and State project information publications are described in Section 9.
—Resource publications to which one may subscribe are listed in Section 10.

3. The Fund for the Improvement of Postsecondary Education

The Fund for the Improvement of Postsecondary Education is a Federal grant program which has as its general mission the reform, innovation and improvement of postsecondary education. The Fund's primary funding strategy is to provide "seed money" for approaches to improvement which are at an operation or pilot stage. Grants have averaged $70,000 per year, for an average of two years; 70 percent of all grants are awarded to colleges, universities and other postsecondary institutions; 30 percent are awarded to associations, State agencies, professional organizations, libraries, museums, labor unions, community organizations and other agencies which have significant roles in the provision of postsecondary education and services. The total program budget has been in the $11-13.5 million range for the past three years, with roughly half that amount available for new starts each year. In the broad comprehensive program, the Fund requires preliminary proposals from applicants which are reviewed prior to submission of final applications.

Perhaps a majority of projects receiving awards each year have significant implications in the area of education and work—this is not surprising in view of the importance of career concerns to individuals participating in postsecondary education. However, several trends, including increased participation of adults and the need to relate liberal arts and career preparation, have certainly augmented this emphasis in recent years.

Projects typically supported by the Fund reflect these and other developments in postsecondary education. Several support efforts by liberal arts colleges to increase the career relatedness of their offerings, often through the development of joint degree programs with more occupationally oriented institutions—community colleges, public and private training institutions. Other approaches within such colleges have included the strengthening of internship components

and increasing the career work orientation of the faculty. Other projects found in significant numbers address efforts at other levels of postsecondary education—approaches to competency-based education and training in occupational and professional fields; and new forms of counseling and information provisions which seek to integrate career and educational options. Recently, the Fund solicited and is supporting a group of projects that serve full-time workers. Some take place at the work site and union hall, and extend services as well as educational programs to working persons.

As was indicated above, the Fund places its emphasis on short-term, modest support for activities at or near the operational stage. It expects significant local contributions to the activity. The Fund does not support basic research, but can support applied assessment and evaluation efforts which seek to have fairly immediate impact on practice or policy. Typical project designers and directors are administrators, counselors and faculty members.

Interested parties should contact the Fund to receive further guidance regarding deadlines and program information by using the CFDA No. 84.116. In addition, the Fund issues annually a publication entitled *Resources for Change, A Guide to Projects* which contains one-page descriptions and listings of contact persons for all active projects. For additional information contact:

Arturo Madrid II, Director
Fund for the Improvement of Postsecondary Education
Room 3123, FOB-6
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202)245-8091

4. The Office of Career Education

The Office of Career Education, within the Office of Elementary and Secondary Education, administers the two Career Education Programs authorized by the Career Education Incentive Act of 1977 (Public Law 95-207). The two programs are: (1) a large State plan/State allotment program (identified as CFDA No. 84.104), and (2) a smaller discretionary program (identified as CFDA No. 84.074).

Under the State plan/State allotment program (CFDA No 84.104), each State desiring to participate submits a State Plan for Career Education for approval by the U.S. Department of Education. Then the funds appropriated by the Congress each Fiscal Year are divided among the participating States, with each State being allotted a pro rata share of the funds based on the State's population aged 5 to 18. The State Education Agency in each participating State utilizes the funds, in accordance with its approved State Plan for Career Education, to further the implementation of career education in the elementary and secondary schools of the State. The activities within each State are coordinated by an official in the State Education Agency who is designated as the State Coordinator of Career Education.

Under the discretionary program (CFDA No. 84.074), the Office of Career Education is authorized to award discretionary grants and contracts to support:

1. Model demonstration projects dealing with career education at the elementary/secondary level.
2. Demonstration projects dealing with career education at the postsecondary level.
3. Dissemination of information about Federal sources of occupational and career information.
4. Dissemination of information about exemplary career education programs which are already in operation.

Eligible applicants for the model demonstration projects at the elementary/secondary level include State and local education agen-

cies, institutions of postsecondary education, and other nonprofit agencies and organizations. Eligible applicants for the demonstration projects at the postsecondary level include institutions of postsecondary education, public agencies, and nonprofit private organizations.

The dissemination of information about Federal sources of occupational and career information is accomplished with funding which the Office of Career Education makes available to the National Occupational Information Coordinating Committee. The dissemination of information about exemplary career education programs which are already in operation is accomplished with funding which the Office of Career Education makes available to the National Diffusion Network.

Under the discretionary program (CFDA No. 84.074), a total of $200,000 of Fiscal Year 1979 funding was made available to the National Occupational Information Coordinating Committee and to the National Diffusion Network for dissemination activities. No Fiscal Year 1979 funds were made available for demonstration projects at either the elementary/secondary or the postsecondary levels. If, in future fiscal years, funding is made available for discretionary demonstration projects, it is anticipated that a notice will be published in the *Federal Register* each year providing program information, application deadlines, and application instructions to interested applicants. While it is expected that most of the discretionary career education awards would be in the form of grants, a few procurement contracts might be awarded each year. Requests for Proposals (RFPs) for such special purpose procurement contracts would be announced individually in the *Commerce Business Daily*.

During the first year of operation of the Career Education Incentive Act (Fiscal Year 1979), a total of $18,700,000 was made available for the State plan/State allotment program (CFDA No. 84.104). These funds were distributed to the 47 States and seven territories that applied to participate in the program. (The participants include all States and territories except New Mexico, Nevada,

and South Dakota.) The amounts awarded to individual States varied from the minimum allotment of $125,000 (awarded to 14 States with small populations) to the maximum allotments of more than one million dollars each awarded to California, New York, and Texas. It is not known at this writing what amount of funding will be made available for the State plan/State allotment program for the remaining years of the Career Education Incentive Act (Fiscal Years 1980 through 1983).

The standing Federal Regulations for the Career Education Incentive Act were published in final form in the *Federal Register* of October 17, 1979 (Volume 44, Number 202, Pages 60022 through 60029). The Federal Regulation for the State plan/State allotment program (CFDA No. 84.104) has been designated as 45 CFR Part 161. The Federal Regulation for the discretionary program (CFDA No. 84.074) has been designated as 45 CFR Part 161a.

Further information about the State plan/State allotment program was published in the *Federal Register* of May 14, 1979 (Volume 44, Number 94, page 28109) and in the *Federal Register* of June 28, 1979 (Volume 44, Number 126, page 37891). Information about discretionary demonstration projects funded under earlier career education legislation is available in the ERIC System under the following ERIC document numbers: ED-160-894, ED-163-226, ED-167-775, and ED-177-368.

For additional information contact:

Kenneth B. Hoyt, Director
Office of Career Education
Room 3100, ROB-3
7th & D Streets, S.W.
Washington, D.C. 20202
(202) 245-2284

5. The Office of Vocational and Adult Education

The Office of Vocational and Adult Education ("OVAE") administers the discretionary programs in vocational education. These include Programs of National Significance, Personnel Development Program, and the Program for Indian Tribes and Indian Organizations.

Programs of National Significance (CFDA No. 84.051)

Projects funded under this program are designed to deliver information about projects to personnel at the State level. The projects reflect congressional, State, professional associations, and public concerns pertaining to the improvement of vocational education, and range from one to three years in duration. The primary funding mode is through contracts.

Project competitions are announced as Requests for Proposals in the *Commerce Business Daily*. Potential bidders usually have 60 days in which to submit their proposals. Projects supported include nationally significant applied research and development; exemplary and innovative programs; curriculum revision, development and dissemination; demonstrations; and personnel training.

The following information was provided to Congress for FY 81 appropriation purposes concerning program activities that would occur with the proposed funds for project activities in FY 82 that are of national significance.

1. *Reduce Youth Unemployment*—Proposed activities would address (a) how to effectively link vocational education with basic skill development, (b) improve vocational education models for youth in inner-city urban and in rural areas, and (c) innovative approaches to resolve the problems of retention of youth in vocational education programs.
2. *Promote Equity*—Proposed activities would address (a) how to increase representation and participation of special

populations (women, minorities, handicapped persons, disadvantaged persons) in vocational education, (b) development and demonstration of instructional materials for special populations, and (c) materials dissemination and active outreach to special populations.

3. *Improve Productivity Training*—Proposed activities would (a) develop curriculums and materials addressing new technologies, (b) install new instructional materials in vocational education classrooms, and (c) link courses and curriculums developed with labor and industry.
4. *Increase Energy Employment Opportunities*—Proposed activities would (a) develop energy conservation instructional materials, and (b) install materials in vocational education classrooms.

Contracts may be awarded to public organizations, institutions and agencies; nonprofit institutions and agencies and individuals. No cost sharing is required. For additional information on the Program of National Significance, contact:

Howard F. Hjelm
Office of Vocational and Adult Education
Room 5042, ROB-3
7th & D Streets, S.W.
Washington, D.C. 20202
(202) 245-9634

In addition to these competitive Program Improvement Projects (CFDA No. 84.051), two types of centers are supported.

I. Curriculum Coordination Centers

The national network of six Curriculum Coordination Centers is a major resource for diffusion of curriculum materials and assistance to State vocational leaders in maximizing their management of curriculum development, in field testing and demonstration and in improving their information and materials dissemination activities.

A major function of each center is to provide leadership in curriculum information resources. While center services vary accord-

ing to regional needs, common functions include:

1) identification of curriculum needs;
2) coordination of curriculum development activities;
3) field testing and evaluation;
4) collection and dissemination of information on new and developing materials;
5) responses to requests for materials and information;
6) curriculum inservice training; and
7) provisions for technical assistance.

The six regionally located curriculum coordination centers operate separately but provide an orderly system for sharing curriculum development products and services. Since these are three-year projects begun on a staggered basis, only two curriculum coordination centers need be recompeted each year. For further information contact:

Bernice Anderson
CCC Liaison Officer
Office of Vocational and Adult Education
Room 5018, ROB-3
7th & D Streets, S.W.
Washington, D.C. 20202
(202) 245-2617

II. The National Center for Research in Vocational Education

The National Center for Research in Vocational Education (NCRVE) was initially supported in 1978 as required by the Education Amendments of 1976 (Public Law 94-482). It was awarded a five-year contract in which the scope-of-work is modified through negotiation in each of the following years. The Center, located at the Ohio State University in Columbus, Ohio, has organized its work under the OVAE contract into six major functional areas. These areas, legislated by the Congress, include the following:

1. *Applied Research and Development*, which includes studies that the National Center selects, and designated studies which the Office of Vocational and Adult Education selects dealing with problems or concerns of national significance in vo-

cational education. Independent studies emphasize equity for special needs populations and women, efforts on sex fairness in vocational education, design of follow-through and supportive services subsequent to job placement, and comprehensive vocational education planning.

Studies designated by the Office of Vocational and Adult Education for the third year of operation include: (1) development of performance-based teacher education modules for nondiscriminatory practices, (2) an analysis of legislation and policies affecting Native Americans, (3) development of a postsecondary program improvement handbook based on a series of research and development activities, (4) conducting research to provide information that is necessary for the development of policy for vocational and adult education in isolated rural and inner-city urban areas, and (5) completion of a report on a survey of women administrators in vocational education.

2. *Leadership Development* is comprised of two major units. The first, the National Academy for Vocational Education, includes a short-term in-residence program and an institute program for conducting workshops, conferences, and symposia for State and local vocational education leadership personnel. The other unit, the Advanced Study Center, conducts a long-term fellowship program (nine to twelve months) designed for scholarly pursuits by leaders and potential leaders from vocational education and related fields.

   The in-residence activity of the National Academy hosts approximately 30 individuals per year and the Advanced Study Center supports 10 or more fellows. The Nationl Academy offers over 60 workshops and conferences per year on a cost recovery basis. It provides training for about 1600 persons per year.

3. *Dissemination and Utilization* of results of research and development projects in vocational education. This function in-

cludes strengthening the national vocational education dissemination and utilization system for R&D information and products, maintaining a selection process for identifying 6–8 exemplary vocational education products per year, developing special packages for selected occupational areas, and transformation of existent knowledge into new forms for communication to specific target audiences. In addition, a marketing function is maintained to ensure the widest possible dissemination of these products and information.

4. *Planning and Policy Development* to facilitate national planning in vocational education. Efforts under this function include identifying new and changing occupations for which curriculum is needed, developing a comprehensive data base by identifying and assembling statistical data files which describe both vocational education as a delivery system and the experiences of individuals in vocational education and in the labor market, and a systematic effort to study possible alternative futures for vocational education. Effort has also been directed toward assessing evidence and developing appropriate methods for evaluating the outcomes and measuring the effects of vocational education and studying factors affecting vocational education State leadership.

5. *Clearinghouse* for information about vocational education R&D projects, establishing a baseline for the project information data base, and continuing the production of an expanded *Resources in Vocational Education* journal. Specific activities include producing an annotated bibliography of State and federally-administered vocational education research and development projects; producing annual reports of State and federally-administered projects; implementing a project and product tracking system; identifying, acquiring, and making available military technical training

materials; and publishing *Resources in Vocational Education* six times each year.

6. *Evaluation Services* for developing methods to evaluate programs in vocational education. Methods have been developed for collecting and analyzing information from in-depth descriptions of vocational education programs and the identification of potential variables which affect the vocational education placement rates of schools. Handbooks on evaluation are developed, technical assistance to State education agencies is provided, and other evaluative tasks are being conducted.

Under the National Center contract there are currently 30 activities being conducted within the six functional areas. All activities are focused on four programmatic areas: comprehensive planning, special needs populations, sex fairness, and evaluation. The National Center provides approximately 90 deliverables a year to the Sponsor resulting from these 30 activities. For further information contact:

Mary Lovell
NCRVE Liaison Officer
Office of Vocational and Adult Education
Room 5018, ROB-3
7th & D Streets, S.W.
Washington, D.C. 20202
(202) 245-2617

Personnel Development Program (CFDA No. 84.054)

The Vocational Education Graduate Leadership Development Program provides fellowships to qualified individuals and grants to approved institutions. Announcements of the competitions are made in the *Federal Register*. Experienced vocational educators enroll full-time for a period not to exceed three years of graduate study in vocational education leadership development programs that are approved by the Office of Vocational and Adult Education.

Eligible individuals must (a) have had not less than two years of experience in vocational education, in business or industrial training, or military technical training, or in the case of researchers, experience in social science research which is applicable to vocational education; (b) hold a baccalaureate degree; (c) be employed or have assurance of employment in vocational education; (d) be recommended for the leadership program by their employer or others; (e) be eligible for admission to an approved graduate program; and (f) plan to enroll for full-time graduate study.

Institutions of higher education submit applications to the Office of Vocational and Adult Education for approval of their graduate vocational education leadership development programs. The institution must offer a comprehensive program in vocational education including at least five recognized fields of vocational education and such disciplines as educational administration, guidance and counseling, research and curriculum development. Training must be provided in leadership skills necessary to increase the participation of disadvantaged and underrepresented persons in vocational education programs at all levels. For further information contact:

Duane Nielsen
Office of Vocational and Adult Education
Room 5640, ROB-3
7th & D Streets, S.W.
Washington, D.C. 20202
(202) 245-9793

Program for Indian Tribes and Indian Organizations (CFDA No. 84.101)

The purpose of this program is to improve vocational education opportunities for Indian people by funding projects for a period not to exceed three years. Grants are awarded to tribal organizations or Indian tribes which are eligible to contract with the Bureau of Indian Affairs, U.S. Department of the

Interior, for the administration of programs under the Indian Self-Determination and Education Assistance Act of 1975 or the "Act of April 16, 1934." The definition of "Indian tribe" includes any Alaskan village or corporation recognized as eligible for special programs and services in the Alaska Native Claims Settlement Act. Announcement of competitions and closing dates for receipt of applications is made in the *Federal Register*.

Applications are submitted to the U.S. Department of Education by the Indian tribal organization through the tribe. If the project is to serve more than one tribe, it must include approval by each tribe to be served in the project. The applicant is required to submit copies of the application directly to the Bureau of Indian Affairs and to the appropriate State board for vocational education for review in terms of duplication of effort. For further information contact:

Richard Carlson
Office of Vocational and Adult Education
Room 5614, ROB-3
7th & D Streets, S.W.
Washington, D.C. 20202
(202) 245-3465

6. The National Institute of Education

The National Institute of Education ("NIE") was created by the Congress in 1972 to "help solve or alleviate" critical problems of American education through research and development. NIE does not fund demonstration projects nor does it contribute to the operating costs of schools or school-related programs.

A funding opportunities brochure and a quarterly newsletter describe priorities that the Institute is supporting. These publications are available from the Publications Office, National Institute of Education, Washington, D.C. 20208.

Almost anyone is eligible to receive a grant or contract, although selection of any proposal is based on rigorously applied scholarly and scientific criteria. Unlike many other Federal agencies, the Institute does not distribute funds on a "formula" basis or through scheduled yearly competitions. Approximately 80 percent of NIE's funds in the current fiscal year will be used to provide continuing support for long-term research and development programs. The remaining funds will be used to support new activities.

The Institute's intention to support new work is generally announced through either a grants competition or a Request for Proposals.

Grants competitions generally call for research proposals in areas of specific interest to one of NIE's program groups. The areas covered by a particular competition, as well as that competition's application procedures, eligibility requirements, and deadlines are announced in the *Federal Register*. Competition announcements are also widely distributed to research institutions, colleges and universities, education associations, and individuals.

Request for Proposals (RFPs) are formal procurement actions which announce NIE's intent to award a contract to carry out specific tasks, such as the evaluation of an ongoing project. Brief synopses of all RFPs are published in the *Commerce Business Daily;*

which also explains how to acquire the completed RFP.

Although most funds are awarded through the processes described above, the Institute encourages eligible individuals and groups to submit "Unsolicited Proposals" relevant to its mission. To broaden the community of researchers concerned with educational problems, NIE is particularly interested in receiving proposals from minority and women researchers and researchers from institutions primarily serving minorities and women; from teachers, school administrators, and others involved in education at the local level; and from scholars in disciplines not normally involved in educational research.

Application information for unsolicited proposals can be obtained by writing: NIE Proposals Clearinghouse, National Institute of Education, Washington, D.C. 20208. For further information contact:

P. Michael Timpane, Director
National Institute of Education
Room 717, Brown Building
1200 19th St., N.W.
Washington, D.C. 20208
(202) 254-5750

7. Office of Special Education and Rehabilitative Services

Research and related activities in the Office for Special Education and Rehabilitative Services ("OSERS") can be accurately and comprehensively analyzed by reviewing two pieces of legislation and two administrative units. Part E of P.L. 91-230 and Section 504 of the Rehabilitation Amendments of 1978 clearly establish the authorization for the Research Projects Branch in Special Education and the National Institute for Handicapped Research. The challenge confronting OSERS is the appropriate utilization of these and related resources to develop the most effective and comprehensive approaches to engaging in research and related activities which are of optimal benefit to disabled persons.

Both currently operating research programs have broad authorities within the general headings of special education and rehabilitation research.

Research Projects Branch (CDFA No. 84.023)

—a primarily directed research effort with a substantial field initiated component
—established priorities focusing on the general category of educational needs of the handicapped with specific emphasis on issues confronting P.L. 94-142, applied research, nondiscriminatory testing, transition from school to work, provision of related services, parental involvement, attitudinal problems, and the nonvocal severely handicapped
—deinstitutionalization of the handicapped and the development of appropriate skills to foster education services delivery in the least restrictive environment.

For additional information contact:

Max Mueller
Research Projects Branch
Division of Innovation and Development
Office of Special Education/OSERS
Room 3165, Donohoe Building

400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202)245-2275

National Institute for Handicapped Research (CFDA No. 84.133)

—the institute has a primary focus to pay part of the cost of projects for the purpose of planning and conducting research, demonstrations, and related activities which bear directly on the development of methods, procedures, and devices to assist in the provision of vocational and other rehabilitation services to handicapped individuals, especially those with the most severe handicaps

—in addition, several specific mandates are contained in the legislation: Research and Training Centers to train and coordinate research in conjunction with institutions of higher education; rehabilitation engineering research; spinal cord injury research; end-stage renal disease research; telecommunications systems research; ongoing projects with NIH, HSA, Administration on Aging, NSF, VA, NASA, and other Federal agencies; research in the rehabilitation of children as well as individuals aged sixty or older, rural rehabilitation professionals identification, and dissemination; captioned video cassettes for the deaf; preschool age model demonstration programs; and model training centers programs to establish and evaluate more effective ways of assessing the employment potential of handicapped individuals.

A review of these lists reveals the broad scope and potentially specific activities within which both programs can develop strategies and program plans. There are some obvious differences in the two programs which at this point speak very clearly to the historical and functional role differentiations which have evolved around the educational and rehabilitative approaches to handicapped individuals. The essential process to be considered here is not the analysis or assessment

of where those perceived roles are divergent or convergent, but the identification of the specific needs of handicapped individuals which can be best addressed by these two programs and where these two programs converge most appropriately to meet those needs.

Meaningful collaboration to avoid duplication and waste and also insure maximum positive program impact on the handicapped is clearly necessary. It need not be the case that the function be similar or identical or that the legislated role be ambiguous and overlapping. What should be the case is that both agencies must have a precise contribution which can be made consistent with its authority to maximally improve the functioning of the handicapped individuals at which the effort is targeted.

There are several specific target populations or problems which clearly meet the above criteria and which would appear to provide the most logical areas to initiate collaboration to begin to develop a meaningful comprehensive effort.

A. Deinstitutionalization
B. Severely Profoundly Handicapped
C. Independent Living
D. Transition from School to Work
E. Early Childhood Programming

These five areas are clearly identified, need immediate attention, and provide for a logical and precise collaborative effort which can eventually involve other programs, agencies, and offices. Thus, the two programs of research and demonstration can quickly capitalize on the tremendous opportunities for handicapped people which OSERS represents. For additional information contact:

Paul Thomas
Rehabilitation Service and Demonstration
National Institute for Handicapped
Research/OSERS
Room 3418, Switzer Building
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-0515

8. Additional Funding Sources in These Fields

The following programs are suggestions of other sources of possible funding. Some of these are within the Department of Education and others are located within the Department of Labor. Contact persons listed for further information.

Comprehensive Employment and Training Act of 1973

The purpose of CETA is to provide job training and employment opportunities for economically disadvantaged, unemployed and underemployed persons. A flexible, decentralized system of Federal, State, and local programs was established to assure that training and other services would lead to increased earnings and enhanced self-sufficiency. Funds are allocated each fiscal year based on the official Census or certified updates. Allocations made to prime sponsors are published in the *Federal Register* after enactment of any fiscal year appropriation. For further information contact the appropriate Regional Employment and Training Administration Office or

Robert Anderson, Administrator
Office of Comprehensive Employment Development
Employment and Training Administration
Department of Labor
Room 5014
601 D Street, N.W.
Washington, D.C. 20213
(202) 376-6254

Office of Policy, Evaluation, and Research

Another part of the Employment and Training Administration's ("ETA") function dealing with education and work is the Office of Policy, Evaluation and Research ("OPER") which serves to gather needed data. In order to see that people get suitable training and jobs, it is necessary to know:

- How to improve measurement of current and future labor demand and supply and

how labor market processes work to match them.
- How to identify groups with particular employment difficulties and how to help meet their problems.
- How effective various programs are in serving different groups.

Research studies supply new knowledge about a wide variety of topics, and development projects test new ways of serving workers with particular job-related needs. The efforts involve not only ETA staff, but universities, research organizations, project sponsors, and many other groups. Studies contribute to:

- Formulating employment and training policy.
- Developing or improving programs and promoting more effective employee development, training, and utilization, including training to qualify people for positions of greater skill and responsibility and higher pay.
- Increasing knowledge about labor market processes.
- Enhancing job opportunities, reducing unemployment, and understanding its relationships to price stability.
- Improving national, regional, and local means of measuring future labor demand and supply.
- Meeting labor shortages.
- Easing the transition from school to work, from one job to another, from military service to civilian occupations, and from work to retirement.
- Providing opportunities and services for older persons who want to enter or reenter the labor force.
- Improving opportunities for employment advancement by reducing discrimination and disadvantage arising from poverty, ignorance, or prejudice.

Developing such information is the function of ETA's Office of Policy, Evaluation, and Research. More specifically dealing with education and work is the Office of Research and Development of OPER which has within it the Division of Apprenticeship Research and Development. The Division of Appren-

ticeship Research and Development funded twelve projects ranging from 1-3 years in duration and from $16,510-$300,000 in level of funding which dealt with vocational education. For further information contact:

Donald Roffle
Office of Policy, Evaluation, and Research
Room 9112
Employment and Training Administration
Department of Labor
601 D Street, N.W.
Washington, D.C. 20213
(202) 376-7250

Community Schools and Comprehensive Community Education Act of 1978

The Community Education Program awards discretionary grants to State educational agencies to provide developmental and technical assistance to local educational agencies, directly to local educational agencies and nonprofit agencies to initiate, expand or maintain community education programs, and to institutions of higher education to provide training programs to leaders in the field. The discretionary aspects of the program lead to the selection of projects with outstanding model processes, procedures and components which have the potential for national impact. Projects must address the whole community in the varied areas which the community itself decides are necessary. A project may, in addition to focussing on the comprehensive needs, highlight educational, recreational, employment, health, cultural programs within the project. For further information contact:

Ron Castaldi
Community Education Program
Department of Education
Room 5622, ROB-3
7th & D Streets, S.W.
Washington, D.C. 20202
(202) 245-0691

Women's Educational Equity Act of 1978 Program

The purpose of this program is to promote

educational equity for women at all levels of education (TIER I), and to provide financial assistance to local educational agencies and institutions to enable them to meet the requirements of Title IX (TIER II). Grants and contracts are awarded for model demonstration programs designed to eliminate sexism in education.

The demonstration program (TIER I) has five priorities for funding:

1. Model projects on Title IX compliance,
2. Model projects on educational equity for racial & ethnic minority women,
3. Model projects on educational equity for disabled women,
4. Model projects to influence leaders in educational policy & administration,
5. Model projects to eliminate persistent barriers to educational equity for women.

Funds are available to State and local governments, private nonprofit organizations and institutions, and individuals under the CFDA No. 84.083. For further information contact:

Leslie R. Wolfe
Women's Educational Equity Act Program
Department of Education
Rm. 1100, Donohoe Bldg.
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2181

Teacher Centers Program

During fiscal year 1979, the second year of the Teacher Centers Program, grants were awarded to 54 Local Education Agencies and six institutions of higher education all of which are continuation projects. New project grants were awarded to 27 Local Education Agencies and two institutions of higher education.

The program establishes teacher centers which enable public and nonpublic elementary and secondary school teachers to provide for themselves programs of inservice training and develop improved curriculum materials thereby enabling them better to meet the special educational needs of their

students. The centers facilitate the professional development of participating teachers by providing access to research resources, the experience of other teachers and assistance from researchers and consultants.

Applications are reviewed against established criteria by nonfederal experts in order to determine the final awards. The awards are for one year but may be renewed for a second- and a third-year dependent upon satisfactory performance and availability of funds.

There is significant potential for a stronger and more systematic relationship between vocational educational programs and the Teacher Centers Program. Section 197.4(a)(1) of the Teacher Centers Program rules and regulations states that "The majority of the members of the policy board shall be representative of all the teachers in the area to be served by the center, including . . . teachers of vocational education." The same Section, (4) (b), states that "Each grantee must assure that the majority of the board is representative of teachers by—(i) Making the categories of teachers (e.g., vocational education teachers . . .) fairly reflect the categories of teachers in the area."

The Teacher Centers Program is essentially a delivery system. The Teacher Center concept shows promise for being an effective way of providing inservice training and curriculum development since the teachers themselves design and manage the center's activities. The nature and substantive content of those activities can be responsive to the individual teacher's or a segment of the teachers', needs. Consequently, that content could include the needs of the vocational education teachers in the system.

It has already become evident that the Teacher Centers Program, a service delivery system with credibility among teachers, is close to an ideal means of providing the services authorized by both Federal and State formula and discretionary grant programs. Under the guidance of the Teacher Center Policy Board which supervises the center within the limits of State and local laws, special interest programs are assured of maximum coordination and optimum promo-

tion by the teachers themselves. For further information contact:

Thomas Carter
Division of Education Systems Development
Department of Education
Suite 819
1832 M Street, N.W.
Washington, D.C. 20036
(202) 653-5839

National Diffusion Network

The National Diffusion Network ("NDN") established in 1974 promotes the widespread selection and adoption of proven educational programs and practices to meet needs of educators in significantly improving educational levels.

The NDN is a delivery system composed of two types of projects:

(a) Developer/Demonstrator Projects disseminate a specific education program nationwide.

(b) Facilitator Projects help educators within their individual States to identify and implement the proven programs and practices with their particular needs and problems.

Before a project can apply for and receive funds through NDN, it must first be approved by the Joint Dissemination Review Panel ("JDRP") within the Department of Education. Review by the Panel is a way to ensure that there is compelling evidence supporting claims of effectiveness and that Federal dissemination funds including those through the NDN, go only to programs that have been developed locally with Federal, State or local government funding, or through private, nonprofit groups.

A recipient of an NDN dissemination grant is expected to work with adopting schools, to plan and provide training, to specify what materials are needed for adoption, and to help the adopting school to evaluate the program's effect. Most NDN grantees have traveling disseminators as well as a demon-

stration site for visitation purposes. For further information contact:

Lee Wickline
National Diffusion Network
Division of Education Replication
Office of Education Research and Improvement
Room B-448 Trans Point Building
Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2257

National Occupational Information Coordinating Committee (NOICC) and 57 State and Territory Occupational Information Coordinating Committees (SOICC).

The Education Amendments of 1976 directed the creation of a national system of occupational information which is designed to (a) improve State planning by using occupational information and (b) provide up-to-date information for students to use in making career decisions about occupations. This activity is supported with $3-5 million from the Vocational Education Programs of National Significance and represents a major coordinated effort with the Department of Labor and the National Center for Education Statistics. The Department of Labor provides $3 million for this activity. For further information contact:

Walter Webb
National Occupational Information Coordinating Committee
Department of Education
Room 800—Riviere Building
1832 M Street, N.W.
Washington, D.C. 20036
(202) 653-7006

State Vocational Research Coordinating Units

The State Vocational Research Coordinating Units (RCUs) were established under grants from the Office of Educa-

tion in 1965–66 and have continued to serve State Departments of Vocational Education in support of research and development. The Education Amendments of 1976 provide funds to the RCUs through the formula grants that go to each State in support of vocational education. Under the 1976 Amendments, the RCUs are charged with the responsibility of coordinating research, demonstrations, and curriculum projects and of administering contracts for those three areas. The Office of Vocational and Adult Education provides national leadership to the Research Coordinating Units and provides for coordination and dissemination of products and reports resulting from research and development efforts in the States, including incorporation of materials into the national ERIC network.

The Research Coordinating Units support vocational education program improvement research and development of efforts at the State level. Research Coordinating Units exist in each of the 57 States and Territories. In fiscal year 1979, these units were collectively responsible for the management of approximately $30 million worth of research, curriculum development, and exemplary and innovative projects. Each year approximately 750 projects are supported by the Research Coordinating Units. Products from efforts supported by the Units have often been used extensively in the originating State, as well as in other States. For further information contact:

Muriel Tapman
RCU Liaison Officer
Office of Vocational and Adult Education
Department of Education
Room 5018, ROB-3
7th and D Streets, S.W.
Washington, D.C. 20202
(202) 245-2617

Division of Adult Education

The Division of Adult Education of the OVAE administers three programs authorized by the Adult Education Act of 1978.

These include a State-administered programs as well as two national discretionary programs for adults of limited English proficiency. The purposes of the Adult Education programs are to help adults obtain the basic skills necessary to function in society and to become more employable, productive, and responsible citizens.

The Emergency Adult Education Program for Indochina Refugees (CFDA No. 84.093)

The purpose of the Emergency Adult Education Program is to fund special adult education projects for adult Indochina refugees. Eligible activities include programs of instruction, projects to develop occupational and related skills, and projects providing educational support services which include guidance and counseling with regard to educational, career, and employment opportunities. Applications have been received and grant awards will be made after November 15, 1980.

Adult Education Program for Immigrants (CFDA No. 84.113)

The adult education program for immigrants provides programs of instruction in English as a second language, basic reading, mathematics, the promotion of language and literacy skills in English, and the development and enhancement of necessary skills, such as consumer, social, survival, occupational, and communication skills.

Congress has appropriated $20.1 million for the education of adult immigrants; specifically $17.6 million of this award will be set aside to serve the recent Cuban and Haitian immigrants.

The State Grant Program (CFDA No. 84.002)

The U.S. Secretary of Education is authorized to make grants to States to pay the Federal share of the cost of carrying out pro-

grams to meet the needs of special adult population groups including:

—Adults with limited English skills
—Immigrant adults
—Adult Indochina refugees
—Adults living in urban areas with high rates of unemployment
—Adults living in isolated rural areas
—Adults living in institutions for physical or mental health care, or correctional institutions
—Older adults
—Handicapped adults
—Adults from minority groups
—Women with special needs

The Federal allocation or share may not exceed 90 percent of expenditures made under the State plan. From these funds the State may make subgrants or contracts to local school districts and to public or private agencies, organizations, and institutions for implementing the Act. Those eligible for subgrants or contracts should contact their State education agency for information about applying. For further information contact:

Donald Snodgrass
Division of Adult Education
Office of Vocational and Adult Education
Department of Education
Room 5076, ROB-3
7th & D Streets, S.W.
Washington, D.C. 20202
(202) 245-9760

Bilingual Vocational Education

The bilingual vocational education program is designed to train instructors and provide bilingual vocational training for out-of-school youth and adults of limited English-speaking ability. Sixty-five (65) percent of the appropriated funds are for bilingual vocational training grants, twenty-five (25) percent for bilingual vocational instructor training grants and ten (10) percent for contracts or grants to develop bilingual vocational instructional materials, methods and techniques. Programs are transitional, including instruction in job-related English and whenever necessary in the

trainee's dominant language so that participants will be able to enter or advance in jobs in English-speaking work environments. No cost sharing is required.

1) Announcements for the Bilingual Vocational Training Program are made in the *Federal Register* and applications use the CFDA No. 84.077.
2) Announcements for the Bilingual Vocational Instructor Training Program are also made in the *Federal Register* and these applications use the CFDA No. 84.099.
3) Procurement contracts are announced as Requests for Proposals in the *Commerce Business Daily* under the CFDA No. 84.100.

For further information contact:

Richard H. Naber, Program Manager
Bilingual Vocational Training Programs
Office of Bilingual Education and Minority Languages Affairs
Department of Education
Room 422E, Reporter's Building
7th & D Streets, S.W.
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2600

9. Project Information

Federal Project Information

—*Projects in Progress* (FY 78-ED #174 781)
This annual publication contains abstracts of on-going projects which relate to vocational education, career education, and education and work that are funded by the Office of Vocational and Adult Edueation, the Office of Career Education, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, the Office of Special Education and Rehabilitative Services, the National Center for Education Statistics, and the Department of Labor's Office of Policy, Evaluation, and Research Apprenticeship Program.

—*Research and Development Projects in, Vocational Education, FY 1970–1977. An Annotated Bibliography, Volume I–Federally Administered Projects.* (ED #170 532)
This volume contains resumes of completed research, exemplary and innovative projects, curriculum development projects, and bilingual vocational training programs that were administered by the Office of Vocational and Adult Education during fiscal years 1970–1977. A total of 1,285 projects is described.

State Project Information

—*Research and Development Projects in Vocational Education, FY 1970–1977. An Annotated Bibliography, Volume II, State Administered Projects.* (ED #182 499)
This volume contains resumes of completed research and exemplary and innovative projects that were administered by the State Departments of Education during fiscal years 1970–1977. A total of 6,668 projects is described.

—*Current Projects in Vocational Education*
This annual publication contains resumes of research projects, exemplary and innovative projects, and curriculum development projects administered by State Departments of Education through their Research Coordinating Units in each fiscal year.

—*Resources in Vocational Education*
This is a bimonthly publication available by subscription. It has four major sections. The "document resume" section (1) contains abstracts of vocational education material, and subject, author, and institution indices. The "projects in progress" section (2) describes currently funded projects in vocational education administered by the States. The "dissertations in progress" section (3) announces ongoing vocational education research conducted at the doctoral level. The "organizational resources" section (4) includes directories of Research Coordinating Units, professional associations, journals and magazines related to vocational education, and profiles of information systems.

The publications listed above are available from the Educational Resources Information Center system known as "ERIC." Either microfiche or hard cover copies can be ordered through the ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210. For further information about the abovementioned sources of project information contact:

Program Information Office
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655
or
(800) 848-4815
(toll free within the continental U.S. except Ohio)

10. Resources

1. *Federal Register*
   Superintendent of Documents
   Government Printing Office
   Washington, D.C. 20402
   $75.00 per year

2. *Commerce Business Daily*
   Superintendent of Documents
   Government Printing Office
   Washington, D.C. 20402
   $80.00 per year; $105.00 per year via first class

3. *Catalog of Federal Domestic Assistance*
   Superintendent of Documents
   Government Printing Office
   Washington, D.C. 20402
   $20.00 per subscription

4. *A Compilation of Federal Education Laws*
   U.S. Department of Education
   Legislative Reference Service, Room 4125
   400 Maryland Avenue, S.W.
   Washington, D.C. 20202
   Single copies free upon request

5. *Code of Federal Regulations*
   Title 34–Department of Education
   Superintendent of Documents
   Government Printing Office
   Washington, D.C. 20402
   $6.00

6. *Resources in Vocational Education*
   The National Center for Research in Vocational Education
   The Ohio State University
   1960 Kenny Road
   Columbus, Ohio 43210
   $34.00 per year, bimonthly + annual index

7. *Resources in Education* (ERIC)
   Superintendent of Documents
   Government Printing Office
   Washington, D.C. 20402
   $42.70 per year; single issues $3.60
   $18.00 semi-annual index per year;
   single issues $9.00

8. *Resources in Vocational Education*
   (RIVE)
   The National Center for Research in
   Vocational Education
   The Ohio State University
   1960 Kenny Road
   Columbus, Ohio 43210
   $34.00 per year, bimonthly + annual
   index

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